☐ UNCLASSIFIED ☐ INTERNAL USE ONLY ☐ CONFIDENTIAL ☐ SECRET

ROUTING AND RECORD SHEET

SUBJECT: (Optional)

FROM: [redacted]
606 Ames Bldg.

EXTENSION

NO. STAT

DATE 11 May 1972 STAT

TO: (Officer designation, room number, and building)	DATE RECEIVED	DATE FORWARDED	OFFICER'S INITIALS	COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)
1. [redacted] 5F38 Hqtrs.				STAT
2. TRAINING OFFICER OCS 2E23 Hqs				
3. [redacted] 606 AMES				STAT
4.		to say rationale of basing a full 12 mos.		
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

We would like to take a poll for our own guidance at the approximate half-way point for this second pilot cycle of the Engineering Systems Analysis series. The reason for this timing is that looking back over a six-month interval may be more accurate than looking over the full 12 months of the series. Would you please check off the attached questionnaire some time in the next two weeks and route back through your Training Officer. If questions arise.

STAT [redacted]

STAT [redacted]

1-3 How about a clear writing course? I'm afraid some questions were missed by me. GIGO.

FORM 3-62 610 USE PREVIOUS EDITIONS ☐ SECRET ☐ CONFIDENTIAL ☐ INTERNAL USE ONLY ☐ UNCLASSIFIED

COURSE CRITIQUE

Please rate 1-10 (poor to excellent respectively) by placing a check on the scale given. Comment below question where indicated. Use back of pages if needed.

FORM

RATING

1. The format of the course was intended to ~~accommodate~~ require ~~to a rough~~ a 5% time commitment and to provide ~~for~~ a full-day class treatment of a particular topical area. Please rate:

1 day/month	1 ____ 5 ____ 10
4 hours/every 2 weeks	1 ____ 5 ____ X 10

Other Alternatives: full time course for x weeks. 2-3 hrs/week as a 3 semester hour course including challenging problems.

2. The ~~point~~ purpose of the applications sessions was to illustrate ~~where current~~ how course material ~~was~~ is reinforced utilized in the real world. Please rate effectiveness:

Material relevance	1 X 5 ____ 10
Applications speakers present actions ?	1 X 5 ____ 10

3. The purpose of the homework was to exercise topical material with about 4 hours of work. Please rate these:

no learning function?

3 one-hour problems	1 X 5 ____ 10
20 ten-minute problems	1 X 5 ____ 10

4. A possible alternative is available in giving a "keep-alive" exercise in the topical area. Please rate these alternatives for continuity (this would be a short session of 1 hour scheduled between the bi-weekly classes):

Problem-solving session	1 X 5 ____ 10
Second applications session	X 1 ____ 5 ____ 10

no real motivation to do exercise provided

5. The class was ~~intended to be~~ weighted towards a blackboard-pictorial development in order to convey modelling concepts more readily. Please rate effectiveness of alternatives:

Diagrammatic presentation	1 ____ 5 __X__ 10
Mix of vuegraphs & chalkboard	1 ____ X 5 ____ 10

6. The symbology of various systems disciplines is confusing due to the separate source developments. An effort at consistency was made in order to permit cross interpretation within the technical literature. Please rate effectiveness:

have to know differences to rate, I would think.

Common symbology	1 ____ 5X ____ 10
Example illustrations	1 ____ 5X ____ 10

7. The intent of notes and handout material furnished throughout the month was to tie course topics to technical literature. Please rate:

what month? why not motivate students to visit the library?

something missing if one has to "tie" course topics to technical literature

Effectiveness of hand-out reprints	1 ← 5X ____ 10
Effectiveness of specially developed handouts	1 ____ 5X ____ 10

8. General impedimenta such as same room same day/month, same format, etc., for providing continuity. Please rate:

Room	1 ____ 5 __X__ 10
Day	1 ____ X 5 ____ 10
Daily sequence	1 ____ 5 ____ 10
Would you prefer a roundtable seminar format?	X ____ 5 ____ 10

?

what does this mean?

9. The course was designed to present a semi-unitary approach to several disciplines. Please rate applicable areas 1-10:

what is "semi-unitary"? not quite a whole cup - perhaps a half cup?

Communications	_____	Optics	_____	Acoustics	_____
Hum. Eng. & Biomed.	_____	Seismics	_____	Pictorial	_____
Computer Technology	_____				

question borders the semi-absurd.

SUBSTANCE

10. The course material is split 50% basic math tools and 50% in commonality subsystems. (Those subsystems which are pervasive in designs across disciplines.) The sequence was that recommended by ASEE for match modelling related to several fields. Please rate:

if you have to explain it use another word.

see Webster's 2nd ed P 166 stretching the meaning

Balance of material	1	5 X	10
Total content	1	X 5	10

The sequence is given below for each session. Please give your rating for both material content and for the applications given both formally and in the course of concept development.

11. Session I; Vectorial Representation; matrices, num. analysis, linear systems, sampling, manipulation:

Material	1	X 5	10
Application	1	X 5	10

12. Session II; Transforms; convolution, Fourier and Laplace transformations, Z transforms, impulse response, numerical analysis:

Material	1	X 5	10
Application	1	X 5	10

13. Session III; Probability and Statistics; random var., expectancy, density functions, distributions, confidence limits:

Material	1	X 5	10
Application	1	X 5	10

14. Session IV; Stochastic Variable; stationarity, ergodicity, moments, correlation, power spectral density, white noise, square law detection:

Material	1 ____ 5 ____ 10
Application	1 ____ 5 ____ 10

15. Session V; Signal Detection; value, cost liklihood ratio detection, Bayes Law: not given as of 5-12-72

Material	1 ____ 5 ____ 10
Application	1 ____ 5 ____ 10

16. Session VI; Detector Subsystems I; receiver operating characteristics, detection situations, S/N ratio, data smoothing and prediction: not given as of 5-12-72

Material	1 ____ 5 ____ 10
Application	1 ____ 5 ____ 10

other comments:

This course is not taught on what I would consider an undergraduate level although I am sure [redacted] could conduct a good high level graduate course. I cannot provide the answer to motivating the students of this course if I consider myself as an example. Perhaps this course should require a certain level of background and challenge the people it accepts and require some given level of performance from them.

STAT